

Exit Survey - Ed.S. Degree (The “Specialist Program”)

Please respond to the following questions with your perceptions of your experience of the UW-River Falls School ED.S. degree (years 3 and 4 of the program). It is expected this will take about 5 minutes to complete. Thank you!

- 1) Overall, the UWRF school psychology Ed.S. program
 - Exceeded my expectations
 - Met my expectations
 - Was somewhat below my expectations
 - Was far below my expectations

- 2) Now that I have completed my ED.S. degree, I feel prepared with a foundation for beginning practicum
 - Very much so
 - Mostly
 - Somewhat
 - Very little

- 3) If I were starting a graduate program in school psychology again I would apply to UWRF.
 - Yes
 - No

- 4) As a whole, the timing of ED.S. courses met my needs (e.g., time of day, terms offered, part-time course sequence)
 - Very much so
 - Mostly
 - Somewhat
 - Very little

- 5) Regarding class meetings on the main UWRF campus, I would have preferred to:
 - Have more courses there
 - The number of courses there was about right for me
 - Have fewer courses there
 - Have no courses there

- 6) Regarding class meetings at the Hudson Center, I would have preferred to:
 - Have more courses there
 - The number of courses there was about right for me
 - Have fewer courses there
 - Have no courses there

7) Regarding on-line or web-based work associated with program courses, I would have preferred:

- More on-line work
- The amount of on-line work was about right for me
- Less on-line work
- No on-line work

8) As a whole, the ED.S. courses addressed critical knowledge and skills necessary for practice as a school psychologist

- Almost Always
- Often
- Sometimes
- Never

9) As a whole, the program materials required for ED.S. courses (e.g., textbooks, journal articles, technology) helped facilitate learning.

- Almost Always
- Often
- Sometimes
- Never

10) Comments about my perceptions of the overall program structure:

11) The library services (e.g., access to needed resources, librarian support) were:

- Very Good
- Good
- Fair
- Poor
-

12) The bookstore services were

- Very good
- Good
- Fair
- Poor

13) The financial assistance support was

- Very good
- Good
- Fair
- Poor
- NA

14) The admissions process was

- Very good
- Good
- Fair
- Poor

15) The career services support was

- Very good
- Good
- Fair
- Poor

16) My experience with parking on the main campus was

- Very good
- Good
- Fair
- Poor

17) Comments on your perceptions of your experiences with non-program university services:

18) I have been encouraged by program faculty members to get involved in professional opportunities beyond the classroom (e.g., leadership activities, conference attendance, school psychology awareness week activities).

- Almost Always
- Often
- Sometimes
- Never

19) As a whole, program faculty members have encouraged and promoted multiple academic and theoretical perspectives

- Almost Always
- Often
- Sometimes
- Never

20) As a whole, program faculty members have encouraged and promoted diversity, inclusion, and social justice in the program

- Almost Always
- Often
- Sometimes
- Never

21) As a whole, program faculty members held high expectations for my overall academic performance.

- Almost Always
- Often
- Sometimes
- Never

22) As a whole, program faculty members were prepared for teaching the ED.S. courses.

- Almost Always
- Often
- Sometimes
- Never

23) As a whole, the professional involvement and connectedness of the program faculty members enriched my learning (e.g., with NASP, WSPA, MSPA, MDE, PREPaRE)

- Almost Always
- Often
- Sometimes
- Never

24) As a whole, program faculty members treated me with respect.

- Almost Always
- Often
- Sometimes
- Never

25) As a whole, program faculty members served as positive role models for program students.

- Almost Always
- Often
- Sometimes
- Never

26) As a whole, program faculty members offered useful feedback on my class performance.

- Almost Always
- Often
- Sometimes
- Never

27) Comments about my perceptions of my experiences with program faculty members:

The following statements reflect specific program learning outcomes and objectives. Having experienced the ED.S. program in its entirety, please choose the option that best reflects your preparation.

28) I feel prepared to engage in culturally responsive school psychology practices under supervision during practicum.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

29) I feel prepared to collaborate successfully with a variety of individuals, under supervision, during practicum (e.g., with teachers, administrators, parents, other educators).

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

30) I feel prepared to begin my employment as a school psychologist and engage in skills that contribute to a positive impact on the students, parents, teachers, and others who are served.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

31) As I begin my career as a school psychologist, I feel prepared to engage in practices aligned with the training domains of the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI).

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

32) Comments about your perceptions of your ability to meet program learning outcomes: